



## History Intermediate Division

# 2

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This resource document was prepared in support of the Intermediate Division History guideline.

*Rebellions* is a core content area in *The Story of Canada and Canadians: A Two-Year Program in Canadian History* for Grades 7 and 8. This document helps teachers plan and implement learning activities appropriate to the study of this topic.

The rebellions of 1837, 1870, and 1885 may be examined together in a thematic approach, or each rebellion may be investigated separately in its chronological place in the year's material.

## Rebellions



## Statement of Intent

The intent of this unit is to examine rebellion as a method of resolving conflict in the history of Canada through the study of the Rebellions of 1837 in Upper and Lower Canada and the Riel Rebellions of 1870 and 1885.

## Objectives

This unit will provide opportunities for students to:

1. consider different methods of resolving conflict;
2. examine questions and issues from more than one point of view;

3. examine the results of conflict;
4. examine the role of leadership in rebellion;
5. understand and appreciate the opinions of others.

## Overview

This unit examines the concept of rebellion. Under the headings of Discontent, Action, Reaction, and Resolution, it looks at the four major rebellions in Canadian history. Where possible, examples of teaching strategies and resources have been suggested, and a section on possible evaluation strategies concludes the unit. It is recognized that the teacher may develop strategies more appropriate than those suggested.

## INTRODUCTORY STRATEGIES

Content	Strategies	Resources
<p>The concept of rebellion can be examined under such headings as:</p> <ul style="list-style-type: none"> <li>– causes</li> <li>– processes</li> <li>– leadership</li> <li>– conflict</li> </ul>	<p>Have the students:</p> <ol style="list-style-type: none"> <li>examine a Wanted poster for Mackenzie and answer such questions as:               <ul style="list-style-type: none"> <li>– Why is Mackenzie wanted?</li> <li>– Who is it who ‘wants’ him?</li> <li>– What is treason?</li> <li>– What evidence of rebellion can be seen in this document?</li> </ul> </li> <li>discuss the question: In what circumstances is rebellion justified?</li> <li>examine cartoons and photographs showing conflict, then discuss their reactions;</li> <li>watch the videotape and answer the question: What is the role of violence in the process of political change?</li> <li>discuss the circumstances under which they would consider rebelling. Why?</li> </ol>	<p>See Mackenzie-Lindsay posters listed in Appendix 1</p> <p>Show the O.E.C.A. videotape <i>Violence and Order</i> (BPN 001889, 30 min., colour).</p>

Cover photograph : Riel



Papineau

The following chart simply represents a conceptual framework within which the unit on rebellion may be approached. Followed vertically, the chart suggests a chronological approach; used horizontally, it develops the material thematically.

It is recognized that the teacher may have alternative approaches more appropriate to particular classes. The examples given in the rebellion columns are suggestions only.

Content	Rebellion of 1837 Upper Canada	Lower Canada	Riel Rebellions 1869-70	1885
<i>Discontent</i>				
1. What problems faced the people concerned?	Patronage	Château clique	Métis minority rights	Threatened way of life
2. How did people react to these problems?				
3. How did leadership emerge?				
4. Who were the leaders?				
<i>Action</i>				
1. What was the role of the leader?	Gourlay's survey of public opinion	Papineau	Riel's proposals to Ottawa	Persuasion of Riel to return
2. What changes were proposed? Why?				
3. What alternatives to rebellion were tried?				
4. What event sparked the rebellion?				
<i>Reaction</i>				
1. Identify those in opposition and the reasons behind their position.	Destruction of printing presses	Rejection of 72 resolutions	Dr. Schultz's Canada Firsters	Expeditionary forces
<i>Resolution</i>				
1. To what extent were the rebels/rebellions successful?	Union Act	Durham's Report	Creation of Manitoba	Trial and execution of Riel
2. What effects did the rebellion have on government, leaders, participants, and other men and women in society?				



MacKenzie

## STUDENT-CENTRED STRATEGIES

Strategies	Examples	Resources
1. Have students:		
a) role-play specific characters to summarize and gain insight into problems, situations;	<ul style="list-style-type: none"> <li>– Mackenzie delivering a recruitment speech</li> <li>– Riel defending his position</li> <li>– farmers expressing discontent with the government</li> </ul>	
b) create an 'original' document to summarize positions, points of view;	<ul style="list-style-type: none"> <li>– Bond Head explaining his actions to colonial office in a letter</li> <li>– a soldier on the battlefield at Batoche writing home to his wife, mother, etc.; or reverse: i.e., his wife, daughter, mother writing to him, describing the impact of the rebellion on home life</li> </ul>	
c) interview famous people for articles in their newspapers to determine their opinions, points of view;	<ul style="list-style-type: none"> <li>– Bishop Strachan</li> <li>– Mackenzie</li> <li>– Bond Head</li> <li>– Riel</li> </ul>	
d) make a chart in which the rebellions are compared, using such headings as: causes, methods, issues, role of individuals, and results;		
e) write a newspaper article describing a person or event;	<ul style="list-style-type: none"> <li>– a battle</li> <li>– an editorial by Mackenzie in his <i>Colonial Advocate</i></li> </ul>	
f) debate specific issues to increase perspectives and understanding;	<ul style="list-style-type: none"> <li>– resolve: Riel should hang</li> </ul>	
g) research a topic to gain more information and discover different points of view;	<ul style="list-style-type: none"> <li>– Métis – way of life</li> <li>– military strategy</li> <li>– Dumont</li> <li>– women's role in rebellion</li> <li>– Poundmaker</li> </ul>	
h) prepare a diary to present the experiences and attitudes of a person caught up in the event;	<ul style="list-style-type: none"> <li>– soldier of Middleton's army</li> <li>– wife of a soldier</li> </ul>	
i) write two fictional diary pages to express opposite viewpoints of a particular situation;	<ul style="list-style-type: none"> <li>– a member of the Family Compact and a Reformer recalling Mackenzie's expulsion from the House</li> </ul>	
j) write an article or draw sketches to illustrate historical situations;	<ul style="list-style-type: none"> <li>– battle of Montgomery's Tavern</li> </ul>	
k) examine "Lord Elgin's Dilemma".	<ul style="list-style-type: none"> <li>– Lord Elgin's dilemma</li> </ul>	See "Lord Elgin's Dilemma" in Appendix 2.
2. Discuss videotapes and consider:	<ul style="list-style-type: none"> <li>– 1837 rebellions</li> </ul>	See O.E.C.A. videotape <i>Violence and Order</i> (BPN #001889, 30 min., colour).
– the nature of violence and its role in change.	<ul style="list-style-type: none"> <li>– Riel Rebellion of 1885</li> </ul>	See O.E.C.A. videotape <i>Riel and the National Dream</i> (BPN #001820, 30 min., b/w).
3. Use historical novels to support the historical analysis with fictional material.		L. Cook, <i>Rebel on the Trail</i> (MacMillan). J. Reaney, <i>Boy with a X in his Hand</i> (MacMillan); B. Swayze <i>Man with a Pitchfork</i> (Gage).

## Evaluation Strategies

1. Questions to evaluate the students' understanding of content:

- What were the roles of the military, Riel, the Family Compact, women, etc., in the rebellion?
- What did the rebellions achieve?
- What risks are associated with being a leader?
- What characteristics did the leaders have in common? How were they different?
- Compare the tactics used in the Rebellions of 1837, 1870, and 1885.
- Suggest how effectively Durham's recommendations answer the causes of the rebellion.

2. Strategies to evaluate the students' understanding of concepts:

- Consider why rebellion is not a common method of resolving conflict in Canada today.
- Examine a current case of potential rebellion: e.g., the possible separation of Quebec, the demand for autonomy by the Dene nation of the Northwest Territories. The students should consider the questions:
  - What are the sources of discontent?
  - What measures can the groups concerned take to achieve their aims?
  - What measures can be taken by those in opposition?
  - How might the situation be resolved?

## APPENDIX I

### Additional Materials

#### Posters

Mackenzie-Lindsay posters available from the Archives of Ontario, 77 Grenville Street, Toronto (75¢ per poster):

- # 6 – Mackenzie promises money and land to recruits
- # 5 – Mackenzie announces provisional government
- # 4 – Reward poster for Mackenzie
- # 7 – Mackenzie explains his cause and appeals for U.S. volunteers
- # 8 – Patriotic pay poster

#### Pictures

8 x 10 glossies available from the Archives of Ontario, 77 Grenville Street, Toronto (\$1.00 per picture):

- S8035 – Métis prisoners of 1885 Rebellion
- S637 – Riel
- S6625 – Gabriel Dumont

## APPENDIX II

### Lord Elgin's Dilemma

The Governor General of the United Provinces of Canada, James Bruce, Earl of Elgin, was preparing for a session of the Legislature. Adjusting his uniform before the mirror, the Queen's representative of the colony was thinking of the dilemma he faced. Today's session would normally be a humdrum one – he would sit on the throne before the assembled members of the Legislature, and nod his head to approve a long series of bills which had been passed by the Legislature. But among the bills, unknown to the Opposition, was an explosive one: the Rebellion Losses Bill.

In the carriage on his way to the Legislature, Lord Elgin thought back. As a representative of the Queen he had not been in favour of the Rebellion Losses Bill. It had been introduced by the Reform cabinet led by Baldwin and Lafontaine and had passed the Legislature after one of the stormiest sessions in its history. The Tory Opposition resolutely denounced the bill, which planned money payments to those people in Canada East who had suffered property damage during the Rebellion of 1837, twelve years ago. Compensation was fair enough, but the fact that rebels were to be included in the restitution enraged the Tory Party. Their leader had been quick to tell Lord Elgin that no representative of the Queen could reward treason – and the Governor General had the right to refuse to agree to the bill, even though the Legislature had already passed it. After all, Canada was a

British colony. Furthermore, the Tory leader had hinted, if Lord Elgin did sign, a new rebellion might be precipitated by the reaction of the Tories and their supporters, whose violent resistance could not be controlled.

If only it were that simple! Lord Elgin had been instructed by the British Government to grant self-government by following the advice of those colonial leaders with a majority in the Legislature: and Baldwin and Lafontaine had instructed him to sign. But the thought of violence was disturbing. Lord Elgin's wife, Lady Mary, was about to give birth and, according to the doctor, she and the baby were in some danger. Complete quiet was essential. Suppose a mob were to attack the Governor's mansion? On the other hand, Mary was the daughter of Lord Durham, the man who had recommended self-government, and she supported her father's policies and had urged her husband to sign the bill.

The carriage drove up to the Legislature. What a dilemma! What should James Bruce do?

#### Procedure:

- Students read the "Dilemma"; each student makes his or her own tentative decision.
- Students then consider all possible courses of action in a class discussion.
- Students examine the consequences of each alternative proposed.
- Students reconsider their original individual decisions.

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### Videotape Resources

The Videotape Program Service (VIPS) provides taped copies of OECA programs and programs acquired from other sources to educational institutions in the Province of Ontario for non-broadcast use. The expiry date is listed for each videotape.

Programs listed must be ordered on a VIPS order form available from:

VIPS Order Desk/OECA  
P.O. Box 200, Station Q,  
Toronto, Ontario  
M4T 2T1

*Rebellion on the Plains*. 25 minutes, colour. BPN 122113 (expires August 30, 1980).

The Métis moved west from Manitoba after 1870 in an attempt to live as buffalo hunters. By 1885 it was clear to the Métis that it was time to fight for their rights: at Batoche, they made a desperate stand against the well-armed Canadians.

*Red River Uprising*. 25 minutes, colour. BPN 122111 (expires August 30, 1980).

The Métis people were forced to take up arms to demand their rights, after the bungling of the events at Red River by the Canadian and British governments in 1869-1870. Their uprising marked the emergence of Louis Riel as a leader. With the exception of one execution, the uprising was bloodless and resulted in full provincial status for Manitoba.

*Riel and the National Dream*. 30 minutes, b/w. BPN 001890 (expires February 10, 1980).

This program examines the Northwest Rebellion of 1885 through the eyes of three men: Louis Riel, Gabriel Dumont, and John A. Macdonald.

### Films

*Lord Durham*. National Film Board, 1961. 16 mm, b/w, 28 min.

*Lord Elgin (Voice of the People)*. National Film Board, 1961. 16 mm, b/w, 29 min.

*Louis-Joseph Papineau (The Demi-God)*. National Film Board, 1961. 16 mm, b/w, 27 min.

*Rebellion in Lower Canada*. National Film Board, 1960. 16 mm, b/w, 25 min.

*William Lyon Mackenzie (A Friend to His Country)*. National Film Board, 1961. 16mm, b/w, 28 min.

